## 10th Grade Health

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Skills</th>
<th>Concepts/Content Vocabulary</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td><strong>What is Health</strong></td>
<td>Health</td>
<td>What two factors can be used to evaluate a person’s health and life expectancy and quality of life?</td>
</tr>
<tr>
<td>1st or 3rd Quarter</td>
<td><strong>Identifying Health Risks</strong></td>
<td>Life expectancy</td>
<td>What are the aspects of health that are important for overall well-being?</td>
</tr>
<tr>
<td></td>
<td><strong>Taking Responsibility for your Health</strong></td>
<td>Quality of life Goal</td>
<td>Heredity, environment, media, technology, health-care, and behavior are factors that influence health why?</td>
</tr>
<tr>
<td></td>
<td><strong>Being a Wise Health Consumer</strong></td>
<td>Physical health Mental health Emotional health Social health wellness</td>
<td>Before buying a product, consider safety, cost, the warranty, and consumer testing. Find out whether the person who will perform a service is qualified.</td>
</tr>
</tbody>
</table>

### Standards/Objectives: Emphasis Concepts

**Student will:**

- Understand the definition of health and wellness
- Identify lifestyle factors that affect one’s health and life expectancy
- Understand the leading causes of death for teens and adults and how to prevent these illnesses
- Identify healthy people 2010 goals
- Understand behavior change

### Suggested Assessments and Learning Activities

- Health risk assessment
- Discussion
- Personal family health history
- Test/Quizzes

### Learning Extensions
<table>
<thead>
<tr>
<th>Core Standards/Objectives</th>
<th>Skills</th>
<th>Concepts/Content</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding:</td>
<td></td>
<td>Personalty</td>
<td>Why is it important for you to learn to deal with pressures in your life</td>
</tr>
<tr>
<td>Standard 1: Students will demonstrate knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.</td>
<td>Recognize how personal self-concept relates to interactions with others.</td>
<td>Psychology</td>
<td>What are the different types of depression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine how adolescent brain development affects self-concept and social interactions.</td>
<td>Peer group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use decision making skills to solve problems.</td>
<td>Identity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create personal goal-setting strategies to promote a healthy lifestyle.</td>
<td>Self-esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify positive ways to express emotions.</td>
<td>Emotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore the risk and protective factors of mental and emotional health.</td>
<td>Grief</td>
</tr>
<tr>
<td>Standards/Objectives: Emphasis Concepts</td>
<td>Create personal goal-setting strategies to promote a healthy lifestyle.</td>
<td>Coping</td>
<td>Why is having good self-esteem important for making healthy decisions</td>
</tr>
<tr>
<td></td>
<td>Develop strategies for a healthy self-concept</td>
<td>strategy</td>
<td>What are the seven steps to success</td>
</tr>
<tr>
<td></td>
<td>Identify strategies that enhance mental and emotional health</td>
<td>Defense</td>
<td>What are 5 ways to build a positive self-esteem</td>
</tr>
<tr>
<td></td>
<td>Examine mental illness.</td>
<td>mechanism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create and maintain healthy relationships.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Assessments and Learning Activities

- Self esteem questionnaire
- Research project on mental disorders
- Discussion
- Group Work
- Role play Test/quizzes
- Informational Poster
- Depression Questionnaire

### Learning Extensions

- Pearson/prentice hall; Health book
- 2007
- USOE
<table>
<thead>
<tr>
<th>Core Standards/Objectives</th>
<th>Skills</th>
<th>Concepts/Content</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Standard 2: Students will use nutrition and fitness information, skills, and strategies to Enhance health.</td>
<td>Describe the primary nutrients and their functions. Evaluate how the United States Department of Agriculture’s Seven Guidelines and the most current Food Pyramid can enhance proper nutritional choice. Analyze and employ healthy food choices (e.g., reading food labels, calculating calorie Describe the elements of physical fitness (e.g., muscular strength and endurance, cardio Vascular endurance, flexibility, body composition). Develop strategies for maintaining life-long fitness and avoiding the consequences of inactivity. Explain how caloric intake and energy expenditure affect body weight. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, Chronic diseases). Evaluate the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators). Examine the causes, symptoms, and the short and long-term consequences of eating disorders Analyze the influence of media on body image.</td>
<td>Nutrient Metabolism Calorie Carbohydrate Fiber fat Unsaturated fat Saturated fat Cholesterol Protein Amino acid Vitamin, mineral Dehydration Appetite Basal metabolic rate Body composition Body mass Overweight Obesity Digestion Enzyme Absorption Epiglottis</td>
<td>Why is a balanced diet necessary for you to function physically and mentally? What are the identifying factors of anorexia and bulimia? What are the four main recommendations constrained in the dietary guidelines for Americans? Briefly describe how heredity, activity level, and body composition can affect a person’s weight. Why is exercise an important part of weight loss program? List the three main functions of the digestive system in the order that they occur. What are the two ways that you can help keep your excretory system healthy?</td>
</tr>
</tbody>
</table>

**1st or 3rd Quarter**

**Standards/Objectives: Emphasis Concepts**

- Describe the components and benefits of proper nutrition.
- Analyze how physical activity benefits overall health.
- Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

**Suggested Assessments and Learning Activities**

- Written exam
- Class Discussion

**Learning Extensions**

- Pearson/prentice hall; Health book
## Enduring Understanding:

**Standard 3:** Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

### Standards/Objectives: Emphasis Concepts
- Examine the consequences of drug use, misuse, and abuse
- Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs.
- Access information for treatment of addictive behaviors

### Skills
- Explain short and long term effects of alcohol, tobacco, and other drugs (e.g., brain development/function, the multiplier effect, fetal alcohol spectrum disorders). Describe the importance of guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).
- Evaluate the impact that the use/abuse of alcohol, tobacco, and other drugs has on families and communities.
- Discuss risk and protective factors associated with alcohol, tobacco, and other drug use and abuse.
- Examine the impact of peer pressure on alcohol, tobacco, and other drug use and abuse.
- Evaluate media and marketing tactics used to promote alcohol, tobacco, and other drug products.
- Describe methods of professional intervention for those affected by addictions.
- Examine practices that will help support a drug-free lifestyle

### Concepts/Content Vocabulary
- Depressant
- Fermentation
- Intoxication
- Blackout
- Blood alcohol concentration
- Hangover
- Overdose
- Binge drinking
- Fetal alcohol syndrome
- Detoxification
- Withdrawal
- Rehabilitation
- Refusal skills
- Nicotine
- Smokeless tobacco
- Chewing tobacco
- Carcinogen
- COPD
- Chronic bronchitis
- Leukoplakia
- Over-the-counter drug
- Prescription drug
- Side effect
- Drug antagonism

### Essential Questions
- What problems with substance abuse are there at our high school?
- Why do so many teenagers have problems with substance abuse?
- Why alcoholism is considered a family disease?
- What are the community resources available to assist substance abuse?
- How does the judicial system deal with juvenile offenders?
- How does drinking and driving affect others?

### Suggested Assessments and Learning Activities
- Observation
- Worksheets
- Written exam
- Role play
- Class Discussion

### Learning Extensions
- Pearson/prentice hall; Health book 2007
- USOE
<table>
<thead>
<tr>
<th>Core Standards/Objectives</th>
<th>Skills</th>
<th>Concepts/Content</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>Develop strategies to avoid unhealthy or potentially dangerous situations. Explore how participation in healthy lifestyle activities includes safety considerations (e.g., safety equipment, including protective gear and seatbelts, exercise warm-up and cool-down, preparing for exercise in severe weather conditions). Describe how immediate response increases a victim’s chance for survival. Demonstrate proficiency in basic first-aid and Cardio-Pulmonary Resuscitation (CPR) and use of an Automated External Defibrillator (AED). Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse). Examine methods to prevent and report violence at home, school, and in the community. Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones). Determine the short and long term dangers of sharing private information when using current technologies.</td>
<td>Health system</td>
<td>Describe the roles that three types of health care providers play in the healthcare system. What is a primary care physician? What is diagnosis? Why is it important to choose your doctor carefully? What is included in a medical history? What is the difference between a premium and a deductible? What is the main goal of public health programs today? What is a developing nation? Describe the services provided by the world health organization.</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.</td>
<td></td>
<td>Primary care physician</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnosis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical specialist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical history</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Premium</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copayment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deductible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarantine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>World health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd or 4th Quarter</th>
<th>Suggested Assessments and Learning Strategies</th>
<th>Learning Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video</strong></td>
<td>Discussions, Handouts, Articles, Demonstrations, Test/Quizzes</td>
<td>Pearson/prentice hall; Health book 2007</td>
</tr>
<tr>
<td><strong>USOE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards/Objectives:** Emphasis Concepts
- Identify personal behaviors that contribute to or detract from safety
- Recognize emergencies and respond appropriately
- Assess and respond appropriately to harassment and violent behaviors
- Examine the dangers of inappropriate use of current technology
### Standards/Objectives

- **Enduring Understanding:**
  - **Standard 5:** Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

- **Skills:**
  - Identify pathogens and how they are transmitted.
  - Describe symptoms of common communicable diseases.
  - Identify short and long term effects of common non-communicable diseases (e.g., allergies, asthma, arthritis, cancer, cardiovascular disease, diabetes).
  - Describe medical diagnoses and treatment for non-communicable diseases.
  - Examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors).
  - Discuss risk reduction and prevention methods for common non-communicable diseases including breast and testicular self exams.
  - Recognize signs and symptoms of common sexually transmitted diseases.
  - Recognize the importance of early detection, testing and treatment for sexually transmitted diseases.

- **Concepts/Content Vocabulary:**
  - Infectious disease
  - Pathogen
  - Bacteria
  - Virus
  - Immunization
  - Vaccine
  - Immune system
  - Antibiotic
  - Epidemic
  - Sexually transmitted infection
  - Vaginitis
  - Chlamydia
  - Gonorrhea
  - Genital herpes
  - Syphilis
  - HIV/AIDS

- **Essential Questions:**
  - What is a pathogen?
  - What is a virus? How are viruses different from bacteria?
  - What are four ways that infectious diseases can spread?
  - Name five physical and chemical defenses that prevent pathogens from entering your body.
  - What is an antibiotic?
  - Describe five symptoms that should prompt you to seek medical care.
  - What is a sexually transmitted infection?
  - What are three risky behaviors that contribute to the current STI epidemic?
  - Explain how practicing abstinence, avoiding drugs, and your choices of friends can help you avoid STI's.
  - What are the three of the most common STI's?
  - List the symptoms of hepatitis, gonorrhea, genital herpes, and syphilis.
  - Explain how HIV affects the immune system and how it eventually leads to AIDS.
  - What are three behaviors that can help you avoid HIV infections?
  - What does HIV-positive mean?

### Suggested Assessments and Learning Strategies

- Guest speakers from public health department/school based health center. Test/ quizzed video

### Learning Extensions

- Pearson/prentice hall; Health book
### Core Standards/Objectives

**Enduring Understanding:**

Standard 6: Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.

**Standards/Objectives: Emphasis Concepts**

- Describe the physical, mental, social, and emotional changes that occur throughout the life cycle.
- Describe the interrelationship of physical, mental, social, and emotional health.
- Establish guidelines that promote healthy and positive dating relationships.
- Understand the importance of abstinence, the responsibilities related to sexual development, and the challenges associated with teen and/or unintended pregnancies.

### Skills

- Review the anatomy and physiology of the male and female reproductive systems.
- Identify physical, mental, social, and emotional changes that occur from adolescence through late adulthood.
- Explain genetic influences on growth and development.
- Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs).
- Describe how the developing brain impacts choices and behaviors.
- Identify characteristics necessary for healthy relationships (e.g., communication, empathy, confidence, trust, mutual respect).
- Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
- Develop strategies for preventing sexual harassment.
- Analyze how personal values impact dating behaviors.
- Identify skills for maintaining healthy relationships, and discuss unhealthy behaviors in dating and other personal relationships (e.g., violence, coercion, selfishness, manipulation, aggression, drug use).
- Demonstrate refusal skills as they apply to situations involving pressure to be sexually active, and identify alternative strategies that support the decision to abstain from sexual behavior.
- Evaluate messages about sexuality from society, including the media, and identify how those messages affect attitudes and behaviors.

### Concepts/Content Vocabulary

- trimester
- labor
- cesarean section
- Abstinence
- Refusal skills
- Sexual harassment
- Unhealthy behaviors
- Fidelity
- Adoption
- Self-examinations

### Essential Questions

List four healthy habits that a pregnant woman should adopt before and during pregnancy.

About how long is each trimester of a pregnancy?

Describe what happens during labor?

What is a cesarean section?

What is abstinence?

What are some refusal skills and alternative strategies that support the decision to abstain from sexual behavior?

What is the messages society sends about sexual behavior?

What are some resources and service that may help with personal or relationship issues?
 Describe how sexual abstinence before marriage and fidelity after marriage contribute to overall wellness (e.g., physical, mental, social, emotional).
Analyze the responsibilities, joys, demands, and challenges of parenthood.
Identify means of prevention of early and/or unintended pregnancy and sexually transmitted diseases (e.g., abstinence, disease prevention, contraception/condom use).

<table>
<thead>
<tr>
<th>Suggested Assessments and Learning Strategies</th>
<th>Learning Extensions</th>
</tr>
</thead>
</table>
| Guest speakers from public health department/school based health center. Test/ quizzed video | Pearson/prentice hall; Health book 2007  
USOE |